

THE  
**COMMON SCHOOL JOURNAL**  
AND  
**EDUCATIONAL REFORMER.**  
**NEW SERIES.**

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WM. B. FOWLE, EDITOR.

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REASONS FOR REFORM IN EDUCATION.

1. Our Statesmen, from the President down, pay too much regard to party, and do not inquire so much what measures will benefit the country, as what will strengthen their party. The people know this, but their education does not enable them to see the evil of it, and the means of cure.

2. Our Legislative Halls, from Congress down, are political arenas, where opposing candidates or their friends contend, wasting the public time and money, and neglecting the only business that, properly, should come before them.

3. The Government, from the General government to the Municipal, is chiefly swayed by politicians without principle, and, generally, without morals or religion; it being almost impossible for a modest, virtuous man to get into office, or to stay there if accidentally elected. The people, therefore, are duped through their defective education.

4. Almost the only object of government, general and state, is the increase of power, by projects for annexing new States, and developing the wealth of old ones; by projects for increasing the intercourse of the States with each other, and with foreign countries; by the creation of corporations, without individual responsibility, which make individual industry unprofitable; by

granting what is wrong to obtain what is right; by supporting an army and navy for no other purpose than to support commerce, not on principles of justice, but of fear.

5. Our capitalists and merchants very generally esteem it right to get money at the expense of the rights of others. Laws adapted to the evils produced by unjust dealings cumber the statute books, but no laws to prevent such evils by education, are enacted.

6. Our manners have become so luxurious, that laboring men must labor all the time to obtain the luxuries they covet, and nine-tenths of our merchants and traders become bankrupt through expensive habits of living. The socialist communities are aiming to do what can only be done by right education of *the whole people*.

7. Our farmers, laborers, mechanics, merchants and traders read little, study little, and know little, except what pertains to their vocation, and hence the educated classes, as certain persons are called, especially lawyers, make tools of the rest.

8. Education is conducted with a view to making money, and not with a view to purity of principle and perfection of character. Even daughters are trained to catch wealthy husbands, without much regard to habits or character.

9. No superstition is so absurd that it can not find believers, even in regions the most favored with free schools; and so ignorant are the people of the real difference between the different faiths, that they are not yet awake to the fact that the sect which has swept education from half the civilized world, and which alone considers ignorance essential to its existence, is the strongest sect in the United States.

10. Our benevolent institutions are mainly established to cure maladies that ought to have been prevented, as our laws are made to punish crimes and not to prevent them. If one half that is spent in punishing crime were spent in instructing and guarding the ignorant, the weak and the tempted, our prisons might be converted into schools, and our court-houses into churches.

11. Those who have the management of our Free School Systems are not sufficiently skillful to adapt them to the times. If the only object were to keep them as they are, perhaps no better men than the incumbents could be found, but, although when the world is whirling, it may seem to be good policy to lie down, it is certainly better to keep a good look-out, and not risk falling off.

12. Public opinion is the strength of law, and public opinion depends upon public education. The public opinion of this people

can not be enlightened or just, while it quietly sees and submits to the evils that have been enumerated.

13. Liberty of speech and of the press, and especially the latter, have been abridged until few men dare to speak the truth without regard to sect, party, private interest or public denunciation. In one half of this wide country it is dangerous to mention a subject which is the most important, and which has long absorbed every other. In the Congress of equal states it is dangerous to ask permission to mention it, and there is no hope of redress, moral principle being deficient in one party and moral courage in the other. So with the next great question, the foreign influence, where is the press that dares to sound the alarm? The foreign vote is indispensable to both of the great parties, and the country is in danger of being sacrificed to obtain it.

14. Expediency, as a motive for conduct, has superseded justice, and all the highest impulses, showing that intellectual education is no safeguard to public morals or free institutions.

[To be continued.]

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#### PROGRESS. — COALITION.

When any attempt at coalition is made by *political* parties, every eye is quick to notice the movement; but, when religious parties combine to put down freedom of thought, no alarm is given. The Roman Catholics are almost ready to strike at our free schools, and the Canadian Catholics are ready to unite with them in the crusade against knowledge, but few are aware of our danger, and few dare to say a word to avert it. The two great American parties are fighting for the spoils, and as neither can succeed without the aid of the foreign voters, the consequence will be, that this third party will, in future, rule the land. The fable of the Lion and the Tiger who fought for a Hare until they were so exhausted that a Fox stepped in and carried off the prey, is about to be verified in this country. The following extract from the MONTREAL WITNESS will show, that, while Protestants are dividing, and afraid of union or coalition, the Church of Rome is concentrating and preparing to act with full effect. We have not seen the Baltimore Pastoral Letter, or we should not take our text at second hand.

Bishop Charbonnel, of Toronto, U. C. has addressed the following letter to the priests of his diocese;—

"REV. SIR : — There are three points in the Pastoral Letter of the R. C. National Council of Baltimore which are so appropriate to our own circumstances, that you will do very well to read them for (to) your people as soon as that imposing document will (shall) have reached you. The passages alluded to are those concerning the exclusive authority of Bishops on (over) Church Temporalities ; certain societies condemned or suspected ; and *the importance of a Catholic education for the children of the Church.*"

The Montreal Editor remarks : — " On the *first* of these points the Council teaches that everything set apart for religious purposes, whether it be buildings for worship, or ground for the interment of the dead, or property, real or personal, is sacred to the Church, under the guardianship of the Bishop, and can never be interfered with without his acquiescence. This, we suppose, is intended to settle the difficulty which has arisen in some French and German Catholic congregations, which have acted, seemingly, under the impression that their priests should, like the Apostles, devote themselves to things spiritual, leaving the temporal matters of the Church in the hands of the people. On the *last* point, nothing farther is intended than that *the children of Roman Catholics should have an education tending to make them blind adherents to that system, rather than an education fitting them to be useful and respectable members of society.*"

[All the R. C. churches and church-property in the United States belong to the Bishops. When they first claimed the property, a few churches resisted the claim, but, we believe, they all finally submitted. This prevents reform in the churches until the Bishops are converted to Protestantism. What "societies are condemned or suspected" we are not told, but it is probable that the Bishops all belong to the "Society of Jesus," as the Jesuits are modestly styled, and we should like to know any secret or irreligious society, that deserves to be mentioned in the same year with that.—Ed.]

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A Scotch preacher being annoyed by the entrance of persons while he was preaching, took occasion, when one left the door open, to make some remarks upon the impropriety of the interruption. After "meeting," an auld wife being asked how she liked the sermon, said "O, but he was bonnie on the dooer."

## THE DISCONTENTED TREE.—A NURSERY RHYME.

[Imitated from the German.—Ed.]

A little tree grew up in a wood,  
Covered with leaves, — so far so good, —  
But a hungry goat, with a shaggy coat  
Of uncombed hair,  
Devoured them all, both great and small,  
And stripped the little tree bare.

The little tree prayed for her leaves to grow,  
But as the goat threatened to eat them so, —  
That naughty goat with the ugly coat  
Of shaggy hair, —  
The leaves, said she, had better all be  
Of gold, — and gold they were.

The little tree gloried much next morn,  
And looked on little trees now with scorn;  
But a covetous dame, with a basket came,  
And, sad to see,  
The cruel thief plucked every leaf,  
And naked left the poor tree.

The little tree wept, and prayed once more,  
To have of leaves a plentiful store,  
Not proper to eat, though very neat,  
Of pretty glass,  
That high and low might let them grow.  
Goat, lady, lad and lass.

The little tree, ere her prayer was done,  
Had glassy leaves that flashed in the sun,  
But a storm arose and shook the boughs,  
And, in a trice,  
The leaves were dashed, in fragments smashed,  
And scattered around like ice.

The little tree now, like angry men,  
Implored for leaves like needles keen,  
For, being wronged, she rashly longed  
The hand to prick  
Of any such as dared to touch,  
Or leaflet the least to pick.

Ere morning came the needles grew,  
Bristling and threatening to the view;  
All hated her, and called her burr,  
And turned away, —  
Convincing proof, that, without love,  
Life's dreary and dull away.



Finding unnatural changes vain,  
 She promised to never again complain,  
 And whatever befell, to bear it well.  
     So the little tree,  
 Next day, was seen, in a suit of green,  
 As happy as happy could be.

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### NUNNERY EDUCATION.

A gentleman of Washington city writes to the editor of the "Christian Observer":—

"The Jesuits here are carrying all before them, in the way of schools. You have no idea how our great men of the nation are carried away,—completely *captivated* by iron grates, brick walls, and the appearance of neatness and order within the schools of those nuns. This is the great engine of the Jesuits in leading our people away from vital piety and liberty. They are not laboring, either, for the present day, but for future ages. They must be met with their own weapons. And who is to do this but the strong churches?" "Great men are not always wise," and this is clearly true of those who commit the education of their children to the daughters of superstition and bigotry. The literary advantages of no Catholic Seminaries in the land, whether designed for young gentlemen or young ladies, are to be compared with those of Protestant institutions, everywhere abounding; and their moral influences are as corrupting and disastrous, as their religious principles are anti-Christian and anti-Republican.—*Congregationalist*.

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### ORIGINAL CHARADE. [Ed.]

My first, to the ear at least, affords,  
 A cause for those creative words,  
     "Let there be light!"  
 My second is a consequence  
 Of the first, and of the common-sense,  
     That still prefers the *right*.  
 My quiet third, though last, is least,  
 And, though a third even at the best,  
     Is always half of me!  
 My whole, in metaphor, will prove  
 The great extinguisher of love;—  
     Then say what must I be.

## EXCERPTA CORRIGENDA.

1. O who can but honor that good old man,  
As he neareth his three-score years and ten,  
Still guiding the feet that were wont to stray,  
In the paths of *sin*, to the narrow way.  
*N. Y. Independent.*

*Better*, Still guiding the feet to the narrow way,  
That were wont, in the paths of *sin*, to stray.

2. "You may depend on it now Louis Napoleon *wants* to be Emperor, and he will be before long.—*Ibid.* The use of *wants* for *wishes* has become so common, that the dictionaries have begun to consider them synonymous. Is there no power sufficiently strong to resist and correct such abuses? To *want* is to need, to lack; to *wish* is to desire, whether the thing desired be needed or not. I may *wish* for more money than I *want*. Mrs. Steele, I think, has well preserved the distinction when, in one of her hymns, she says,—

"Not what we wish, but what we want  
Let mercy still supply,  
The good we ask not, Father, grant,  
The ill, though asked, deny."

3. "A Revelation which *the most* if not all of you brought hither."—*Christian Examiner.* This is a new form of expression which has nothing to recommend it. The definite article *the* is unnecessary, and *the greater part* is preferable to either *most* or *the most*.

4. "For Hudibras wore but one spur,  
As wisely knowing, could he stir  
To active trot one side of his horse,  
The other would not hang *an arse*."—*Canto 1.*

We have never seen any explanation of this expression, but would suggest that it is a contraction or corruption of the French words *en arrières*, which mean *back* or *backward*,—"The other side would not hang back."

5. "The earth has been bidden farewell to."—*Eulogy on J. Q. Adams.* *Earth* would probably be considered the nominative, *to* being called an adverb; and yet the construction probably is, "Farewell has been bidden to the earth."

6. "She directs me down a long passage *past* two cases of stuffed owls, to a long room fitted up with care."—*Household*

*Words.* This misuse of *past* is gaining ground, and will soon prevail, unless sturdily discountenanced. If *past* is a preposition, the grammar books should say so ; but the truth is, it is the perfect participle of *pass*, and if written *passed* (as it should always be, unless we carry out the innovation and spell *classsed*, *clast* ; *surpassed*, *surpast*, &c.,) it would never be used in the example above given. The construction is "She directs me down a long passage, two cases of stuffed owls being passed, to a long room, &c." But the great masters always used *by* instead of *past*. In this example, they would perhaps have used *beyond*. If *past* is correctly used by our author, it must be correct to say, "He *passed past* us" for "He *passed by* us."

7. "I shall *have to have* more money than I had before." This common expression is grammatical, but it is better to say, "I shall *need* more money," or "I *must have* more money."

8. "I want no more *than* is reasonable." "I want as much *as* is reasonable." "He availed himself of no other arms *than* were within his reach." "He availed himself of such arms *as* were within his reach." Why is not *than* as good a relative pronoun as *as* in these and similar sentences ? If we recollect, Horne Tooke says *as* always means *that*, and so we are inclined to think *than* does. "He is wise *as* his father." "He is more wise *than* his father." "He is the wisest *that* I have seen." Can the reader put *that* instead of *as* and *than* ? Horne Tooke would probably say, "He is wise *that*, i.e. He is *that* wise his father is." "He is more wise *that* (*degree*) his father is." In the preceding extract from Hudibras, the expression "*as* wisely knowing" undoubtedly means "wisely knowing *that*." We have a strong suspicion, after all, that *than*, after the comparative degree of adjectives, is sometimes a corruption of the old verb, *an*, meaning *grant*. *Than* was formerly spelled *then*.

Can any of our readers give us the meaning and etymology of the expression *at all*, or *at all at all*, as in the expression, "He has no credit *at all*, *at all*" ?

Gray, in the Epitaph that closes his Elegy in a Country Church-yard, says,

"No farther seek his merits to disclose,  
Or draw his frailties from their dread abode,  
There they alike, in trembling hope, repose,  
The bosom of his Father and his God."

The sense requires that the fourth line should follow the second, but the order of the rhymes requires the awkward arrangement above given. *Bosom* is in apposition with *abode*, and should not be separated from it by the third line.



## NATIONAL EDUCATION.

The following extract, which we cut from a newspaper, is a fair specimen of the conduct of Government in regard to the great subject of educating the people. They annually appropriate for a school whose object is to keep alive the war spirit, suppress peace, and check the progress of Christian principles, as much money as would support three Normal Schools, in each of the thirty-one States of the Union. Of what use will it be to teach the Evidences of Christianity to those who by their profession are bound to reject its spirit?

“WEST POINT ACADEMY.—The Board of Visitors who attended the last annual examination of the Cadets at West Point have made their report to the Secretary of War. They express general approbation of the condition and management of the school, but recommend pretty extensive and expensive changes. 1st, That 62 additional cadets be admitted annually, two from each State; 2d, that the pay of the cadets be increased from \$24 a month to \$28,20 a month, as nearly all who graduate now are in debt, the sum allowed being insufficient, even with rigid economy; 3d, that the pay of the Superintendent be increased from \$2000 to \$3000, as he has nearly all the distinguished scientific and other gentlemen who visit West Point, to entertain; in consequence of which, the present Superintendent has actually expended nearly a thousand dollars a year more than his salary, for seven years past; 4th, that the pay of the instructors in Drawing and French, in Practical Engineering and Artillery be increased; 5th, that all the secondary teachers taken from the army be allowed \$10 per month extra pay, while employed at West Point, and that the fencing master be allowed \$900 a year; 6th, that \$12,000 be appropriated for the immediate completion of a riding hall, for the exercise and instruction of Cadets in the winter; 7th, that a double set of horses be allowed for artillery and cavalry practice, and permanent stables be erected for their accommodation; 8th, that four or five new buildings be erected for the accommodation of the professors now lodged in the barracks, and that the dwellings of others be enlarged and improved; 9th, that the period of instruction be extended to five years, that the study of logic be dispensed with, and that ancient and modern history, army papers, as returns, &c., physiology, and the *Evidences of Christianity*, be introduced with the increased term; and finally, that a wharf be built, and that a dragoon officer supersede the riding master.”

## IMMIGRATION AND EDUCATION.

Our readers will recollect, that, since we have conducted this Journal, we have repeatedly called the attention of the government of the State, and of the Nation, to the danger arising from the great influx of ignorant foreigners, and the imperious necessity of providing more and better means than now exist for the instruction, not only of the children, but of the adults, who are now beginning to control our elections, and of course to pervert our institutions. The census lately taken shows that nearly one half of the citizens of Boston, and about one quarter of the inhabitants of the State are foreigners, uneducated foreigners, the blind subjects of a foreign religious despotism, and ready to be made the tools of any party that will favor them and the wretched system which cunning has fastened upon their ignorance. Nothing has yet been done to meet the danger, and prevent the ruin which impends. The success of party shuts the mouths, or rather oils the tongues and ties the hands of our politicians; a false philanthropy or mistaken liberality closes the eyes and opens the arms of our Protestant population; apathy, not unlike paralysis, has seized upon our Boards of Education and School Committees, and any man of common sense must see, that, if immigration continues, the Roman Catholics will control the State and the United States in less than ten years.

An operation not unlike this has for some time been going on in Africa. The free State of Liberia has been made the receptacle of all recaptured and emancipated slaves, and the influx of these uneducated and uncivilized negroes, probably not at all inferior to the greater part of the white foreigners that have poured in upon us, has given great concern to the government of Liberia, and called forth from the colored governor an expression of opinion that is far in advance of any thing that has proceeded from any uncolored governor of any State in our Union. Governor Roberts says,—

“Hitherto, immigration has been comparatively slow, and we have not experienced any great disadvantage from the want of education among the immigrants arriving here; but there is every prospect that in a few years, the tide of immigration will flow rapidly towards these shores, and I am fully convinced that the danger will be great *unless education keeps pace with the influx of population*. I am, therefore, exceedingly gratified to learn that this subject obtains importance with the friends of colonization in America.”

The friends of Liberia have liberally provided for education in that interesting country, and the government there has done far more in proportion to its ability than was done by our Pilgrim Fathers when they came to these shores, and, of course, far more than the degenerate sons of those Fathers are doing at the present day ; but the enlightened governor, a colored man, has wit enough to see that more must be done to meet such an exigency, and, in all probability, the very politicians and religionists who dare not do any thing for the salvation of our own institutions, will pour out money liberally to save Liberia from the flood of ignorance and barbarism which threatens to engulf the settlement. We have proved by their own figures, that our Board of Education entirely misrepresent the true condition of our schools, which are retrograding fast, notwithstanding the apparent activity of a few districts, and as no one has ventured to deny our statements, and the documents are open to the inspection of every citizen, we know no greater proof of the complete subserviency of our native citizens to the foreign power, than the timidity and torpidity that prevail.

We have repeatedly stated that we have no objection to our country's being the refuge of the oppressed of all nations ; all we contend for is, that the ignorant immigrants ought not to be admitted to the full privileges of native citizens. Their habits and thoughts and religious obligations are all hostile to our free institutions, and are calculated to destroy these institutions, and prevent the country from being any longer the asylum it has been. We believe that, if the more intelligent part of these very foreigners knew their true interest, they would coöperate with us in asking for a law that should prevent every immigrant of foreign birth, not yet naturalized, from ever being allowed to vote in the election of any magistrate. Nothing can be more unjust and unequal than the law which allows an ignorant foreigner to vote after five years' residence, however ignorant he may be, and however ill-adapted to our institutions, while a native, however well educated, must be twenty-one years of age before he can vote, and when he does vote, may have his vote nullified by that of a foreigner who knows nothing of our history, has no sympathy with us, and cannot read the vote he casts. What can be more galling to an intelligent and highly educated American lady, than the fact that no qualification of birth, age, wealth or education can entitle her to the privilege, which her servant, without any of these claims, may freely enjoy. We have never denied the *right* of women to vote, though we have doubted its necessity, and propriety ; but, if things are to be conducted as they have been, we see no safety in any other course. Nothing is to be hoped from

any of the parties that are now struggling for power, for even that party which would raise the slave, is kneeling before the power from which we have twice as much to fear as from the continuance of slavery.

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### SELF DECEPTION.

MR. EDITOR,—

The Boston Newspapers, as you have lately shown, have revealed a state of things which startles the good people, who have for half-a-century almost lived upon the reputation of their schools. Bostonians have always boasted of the money they expend for education, but *their great mistake has consisted in not seeing that they got their money's worth* in this trade, as they have generally done in every other. It is a curious fact, that, the week before the development, of which you gave some account in a late number, (the 15th No. Aug., 1,) at the Annual School Festival, the Mayor of Boston, like a true Bostonian, said,—

“This is an occasion of deep interest to the citizens of Boston. There is no object so dear to Boston as her schools,—no object for which her people are so willing to be taxed, and to contribute their money. Though he had lived in Boston nearly all his life, he had never heard a complaint of taxation on account of her schools. *These Schools have met the most sanguine expectations. They are better now than ever before*, but still there is room for improvement. His young friends he counselled to persevere in the pursuit of knowledge, and urged them to use their present acquirements as helps to still further advancement. The medal scholars he counselled to wear their honors meekly, and told them they should remember there were others among their classmates equally talented, and as much entitled to these honors as themselves.”

I do not doubt that the Mayor believed all he affirmed, and I have never doubted that our Governor and Board of Education believe all they have affirmed in regard to the schools of the State, but I believe that, in both cases, there was a lack of true knowledge, and, if the schools of Boston are proved to be so defective, it is a safe conclusion that a similar trial would prove that all the rest are “no better than they should be.” We are sorry to see you obliged to tell the truth, and the whole truth, but you



have a mission and can not but speak the things you know. The medal scholars addressed by the Mayor, are the very ones who failed to gain admission into the High School; and, if it be true, as no doubt it is, that "there were others among their classmates equally talented, and as much entitled to the honors as themselves," what stronger proof can be given of the wretched system by which the medals are distributed. I hope the system, though connected with the name of Franklin, will be immediately abolished. To emulation and excitement I have no objection, but they must be based on merit and justice, or they will produce incalculable evil.

BOYLSTON.

#### WORCESTER'S AND WEBSTER'S DICTIONARIES.

There seems to be a spirited competition between the Publishers of these works, and we hope that, in the smoke of the engagement, the true object of the two works will not be lost sight of. It is evident that most scholars desire to have a copy of Webster at hand for reference in certain cases, as, when any question of etymology arises, or any Americanism is to be established by authority, but we believe no one believes it preferable for a School Reference Dictionary, and we have never met with any scholar who used Webster to settle questions of orthography or pronunciation, which arise a hundred times, where questions of etymology or of Americanisms arise once.

It was on this account, mainly, that we regretted the decision of our Legislature, which ostensibly gave Webster or Worcester to every school, but effectually nullified its liberality by offering to the Districts, Webster at four dollars, or Worcester at two, the question with the recipients being "shall we take four dollars or two," very few knowing the merits of the rival works, and their relative fitness to be *reference books* in a public school. What made the matter worse, was the silence and inactivity of the Board of Education, although we have reason to believe that the present Secretary regretted the movement, and that the former Secretary, while he valued Webster, did all he could to introduce Worcester as the standard of orthography and pronunciation in the State. Not a word of caution or advice did the Board utter to the Legislature before the grant, or to the districts after it, and the consequence was, that, in schools where Worcester was the standard, and all the books used were on his plan, the Dictionary



of Webster could only introduce confusion, or make an entire set of new books necessary.

Besides this, it is a fact that, Worcester's Dictionary being used in a majority of the schools of the State, Webster was sometimes taken because Worcester was already owned. This was the case in Boston especially, where no one would think of using Webster as a standard, and hence it is very unfair to pretend that the action of the State, or of the districts, is any indication of preference for Webster over Worcester. In Vol. XII, p. 215, while the matter was in agitation, we ventured to enter our protest against the form of the grant, and our reasons for preferring Worcester, and now, without any unfriendly feelings towards Webster or his Publishers, we caution the School Committees of Massachusetts not to set the schools back half a century by allowing any standard but Worcester.

To show the difference of the dictionaries in the matter of spelling, we will give a few words as Webster spells them,—

center	hight	equaled	willfull
caliber	mold	marvelous	thoughtfull
somber	oxyd	modeled	thralldom
specter	offense	traveler	foretell
sepulcher	pretense	worshiper	fulfill
fiber	verteber	canceled	instill
luster	theater	counselor	niter

These words represent classes, and show the nature of the improvements Dr. Webster proposed in orthography. No press of any character in Massachusetts adopts his notions, and it is hardly necessary to introduce such doubtful and partial reforms when an entire reform is at hand in what is called Phonography.

To show the difference of the aid he may expect in pronunciation, let the reader look out, in both Webster and Worcester, the words

possess	seamstress	wainscot	again
leisure	beauteous	waistcoat	oxyd }
cucumber	sovereign	sergeant	oxid }
fortune	legislature	rational	rather

or any other word about which authorities are at variance. Webster gives only his own opinion, and it is sometimes difficult to ascertain what this is; but Worcester not only gives his own, but every other respectable opinion, *with the reasons* for his preference. There can be no better proof of the superiority of Worcester's than the fact, that, after Dr. Webster's death, his publishers rejected many of the peculiarities of his dictionary, for no other purpose than to make it as much like Worcester as possible, without dewebsterizing it entirely.

## PROSPECTUS OF A NEW SCHOOL IN BOSTON.

THE Subscriber, formerly Principal of the Female Monitorial School in Boston, and recently Principal Teacher at more than sixty Teachers' Institutes, and Editor of the *Common School Journal*, proposes, if encouraged, to open a School, for Females only, in Boston, in which the great principles, which he has advocated, shall be exhibited in action. These principles are, mainly, —

1st. The teaching of ideas instead of words, cultivating the understanding rather than the memory, and illustrating to the senses all that can be so illustrated.

2d. The teaching only of such things as can be comprehended by the pupil, and made serviceable after they are acquired.

3d. The keeping alive of what is learned, and the perfecting of it, not by what are called Reviews, but by requiring every pupil frequently to communicate all she learns to others.

4th. The great increase of actual practice in every branch, so that to correctness shall be added ease and rapidity of execution.

5th. The teaching of English, not by what is technically called Grammar, but by practice in speaking, writing and reading the English language.

6th. The connecting of Drawing with Geography, and of Geography with History.

7th. The systematic education of the Moral and Physical, as well as the Intellectual part of the pupil's nature, a department of education that has hitherto been almost entirely neglected.

8th. The application of common-sense to the whole subject of education, as it is generally applied to every thing else.

These are the general principles, and to carry them out effectually, about fifty pupils are needed, ranging in due proportion from 4 to 16 or 18. This number can be taught at about half the expense of the best private schools, the highest charge for the *common branches* not exceeding 12½ dollars a quarter. By the *Common Branches* are meant, READING, both the old way and Phonetically; SPELLING, by writing as well as orally; PENMANSHIP, including PRINTING and the Elements of DRAWING, from the moment they begin to learn the Alphabet; ARITHMETIC, on Colburn's plan, aided by the *business plans* of merchants; GEOGRAPHY, by Outline Maps, map-drawing and similar aids; GRAMMAR, by the *use* of language in Conversation and Composition; PHYSIOLOGY and NATURAL HISTORY, by natural objects; NATURAL PHILOSOPHY, by Experiments; MORAL PHILOSOPHY, chiefly by conversation and example; RHETORIC, by example and practice; FRENCH, by reading, writing and conversation. All these branches will be taught by the subscriber himself. If other branches are required, — as the higher departments of Drawing and Painting, Vocal and Instrumental Music, Dancing and Needlework, — the best teachers will be provided, and the extra charge will be moderate, compared with the charges at other schools.

Early applications are desirable, that suitable arrangements may be made for commencing early in September.

Respectfully,

WM. B. FOWLE.

## ERRATA.

In our last number, in consequence of bad proof-reading, the following errors escaped : —

Page 243, l. 15, *vigor* should be *rigor*.

245, l. 7, *practice* should be *practise*.

246, *Isaiah* should be *Josiah*.

247, l. 19, *dates* should be *data*.

274, l. 25, omit "*he says*".

255, l. 35, omit the comma after *avenger* and place it after *said*.

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THE LAW IN REGARD TO PERIODICALS.

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
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